

Score Consistency Training

All Mentor Training
October 26 & 27, 2009
Anchorage, Alaska



Writing Scoring

Correct Letter Sequence

Correct Word Sequence

Legibility

Ideas and Organization

Correct Letter Sequence

- Words in the sentence must be spelled correctly.
- Reversals and missing letters are incorrect spelling.

Correct Word Sequence

- Words in the sentence must be in the correct order.
- A sentence must contain a Subject (may be implied), a verb, and an object (may be implied).
 - Go!
 - I left.
 - I left the room.

Correct Word Sequence

- The sentence must start with a capital letter.
- The sentence must end with ending punctuation.
- See the complete list of rules with examples.

Legibility

- Apply the “Stranger Test” to legibility. If a stranger can read the letters and words in the sentence, earns a “2.”
- If several to most of the letters are missing, difficult to decode, or reversed, and the stranger would need to “fill in the blanks,” earns a “1.”

Ideas and Organization

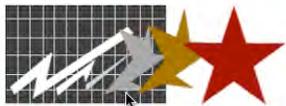
- One rubric, combines both Ideas and Organization.
- Start by reading the standard at about the level you think applies. Read one level above and one level below. Use your professional judgment.

Reading Scoring

In the Reading Assessment, assessors may only read prompts or responses to the student if explicitly permitted in the Scoring Protocol for an item. Some Tasks and Items require the student to read the word or sentence. In that instance, the assessor may not read the student answer choices out loud.

In the grade 3/4 reading assessment, students are asked to segment words into their component sounds: "cut" is read |c| |u| |t| with 1 point awarded for each correctly read phoneme / sound. If the student reads the word as a word – |cut| -- the assessor should award full points.

take



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9



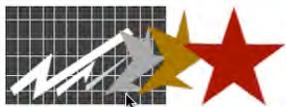
✓ x ✓ -
t a k e

= 2 / 3 points

bug

✓ x ✓
bug

= 2 / 3 points



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12



and

and
✓

= 3 / 3 points

Math Scoring

Correct Number Sequence

Double Digit Numbers and Reversals

Correct Number Sequence

Order the numbers 1 through 12.

The student earns 1 point for each set of 4 correctly ordered numbers

(1, 2, 3, 4) (5, 6, 7, 8) (9, 10, 11, 12)

* We've been asked to allow points for any set of four correctly ordered numbers. Not this year.

1, 2, 4, 6, 5, 7, 8,
9, 10, 11, 12

(1, 2, 4, 6)=0

(5, 7, 8, 9)=0

(10, 11, 12)=0

-- even though the student has a sequence of 4 numbers in correct order (7, 8, 9, 10, 11, 12), they are not in the three groupings required in the scoring manual.

1, 2, 3, 4, 6, 5, 8,
9, 7, 10, 11, 12

$$(1, 2, 3, 4) = 1$$

$$(6, 5, 8, 9) = 0$$

$$(7, 10, 11, 12) = 0$$

Digits and Place Values

Legibility: Can a stranger accurately decode the writing? Count a reversal as legible if it meets this test.

Place Values: Adding two 2-digit numbers requires that the answers be in the correct place value.

$$\begin{array}{r} 12 \\ +26 \\ \hline 38 \end{array} \quad \checkmark$$

$$\begin{array}{r} 12 \\ +26 \\ \hline \del{83} \end{array}$$

Digits and Place Values

Allow a point if the student “scratches out” an answer and writes the correct answer to the left or right (not in line with the prompt’s place values).

$$\begin{array}{r} 12 \\ +26 \\ \hline 38 \quad \cancel{83} \end{array}$$

A green checkmark is positioned to the left of the crossed-out answer 83.

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Reading
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

WORD IDENTIFICATION SKILLS - ADMINISTRATION

Directions

1.56A - Read Words *

Locate the materials on page 01 of the student materials. Present the cards one at a time in the order shown in the left hand column of the scoring box. Say to the student, **“Read each word as I show you the card.”** Continue presenting words. Prompt the student after a delay with no response. Record the student’s points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. The student may receive partial credit for identifying any correct sound in the word. For example, if the student was presented with the word “dog” and responded with “dig” they would receive 1 point for correctly identifying the /d/ and /g/ sounds, but would not receive full credit of 2 points as they did not correctly read the whole word.

Points for Reading:	Word completely correct	=2
	ANY correct sound	=1
	Incorrect	=0

* NOTE: If the student cannot identify the words using expressive communication (speech, sign language, or communication device), follow these directions: Randomly place all of the words face up on the table and say, **“Point to the word after I say it.”** Continue saying words in the order listed in the table on the next page. Prompt student after a delay with no response.

Points for Pointing to Word:	Correctly pointed to word	=2
	Incorrectly pointed to word	=0

1.910A - Decode Words

Locate the cards on page 02 of the student materials. Say to the student, **“I will show you a card with a word on it. Say ALL of the sounds in the word. Watch me and listen to me.”** Show the student the example flashcard: “cut.” Say to the student (sound out the word): **“This word is [c] [u] [t].”** Emphasize the process of sounding out by pointing to each letter and sliding your finger from one letter to the next as you sound out the word. Place the flashcards in front of the student one at a time in the order listed in the scoring box. Prompt the student after a delay with no response. Record the student’s response and points in the scoring box. Mark a plus (+) if the student provides a correct response. Record incorrect responses verbatim. Give full credit if the word is read correctly.

Each sound said correctly	=1
Hesitated or skipped	=0

For students who are deaf, hard of hearing, or have a significant language problem: If the student is not accessing phonics or does not have phonemic awareness within their everyday reading instruction/ repertoire, do not use this task. Mark the administration code as NA-1.

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points			____/28	

Total Points for this Strand ____/44

Notes/Comments:

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points			____/28	

Total Points for this Strand ____/44

Notes/Comments:

TASK 1.56: WORD IDENTIFICATION SKILLS - SCORING

1.56A - Read Words - Scoring				Notes
Item	Word	Student Response	Points	
1	cat		/2	
2	top		/2	
3	help		/2	
4	fast		/2	
5	stoop		/2	
6	jumping		/2	
7	worker		/2	
8	ready		/2	
Total Points			____/16	

1.910A - Decode Words - Scoring				Notes
Item	Word	Student Response	Points	
1	s-a-me		/3	
2	sh-o-p		/3	
3	b-r-ea-k		/4	
4	s-i-de		/3	
5	r-a-t-es		/4	
6	f-ou-n-d		/4	
7	w-i-sh		/3	
8	t-a-n-k		/4	
Total Points			____/28	

Total Points for this Strand ____/44

Notes/Comments:

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Reading
STUDENT MATERIALS**

TASK 1.910A: WORD IDENTIFICATION SKILLS

1.910A - Decode Words

Example Card

cut

same

shop

break

side

rates

found

wish

tank

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Writing
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

1.56B - Write Own Name

Present the student with the materials located on [page 03](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Write your first name on this line.”** Point to the second line. Say, **“Write your last name on this line.”**

Scoring: The student is scored on percentage of correct letter sequences. For this task, the CLS achieved divided by the Total CLS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Letter Sequences can be found on [page 07](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CLS.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.56B - Write Own Name - Scoring				Notes
Student Name	Student Response	% Correct	Points	
First and Last Name:			/25	
Total Points			___/25	

1.910B - Write a Story

Present the student with the blank writing sheet located on [page 04-05](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Next, you will write a story about your favorite thing you like to do.”** Prompt if the student has trouble with this topic; the administrator can help the student by asking **“Think about your favorite thing you like to do. Write a story about what you like to do, and describe what it is like.”** Prompt the student after a delay with no response. If the student does not like the topic, you may have them write a story about their family, school, or best friend.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the Total CWS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Word Sequences can be found on [page 08](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CWS. A complete Scoring Guide for Ideas and Organization can be found on [page 09](#). Up to 5 points are possible for Ideas and Organization.

Scoring Key

Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910B - Write a Story - Scoring					Notes
Correct CWS	Total CWS Possible	% Correct	Score	Ideas & Org.	
			/30	/5	
Total Points (Score + Ideas&Org.)				___/35	

WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

1.56B - Write Own Name

Present the student with the materials located on [page 03](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Write your first name on this line.”** Point to the second line. Say, **“Write your last name on this line.”**

Scoring: The student is scored on percentage of correct letter sequences. For this task, the CLS achieved divided by the Total CLS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Letter Sequences can be found on [page 07](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CLS.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.56B - Write Own Name - Scoring				Notes
Student Name	Student Response	% Correct	Points	
First and Last Name:			/25	
Total Points			___/25	

1.910B - Write a Story

Present the student with the blank writing sheet located on [page 04-05](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Next, you will write a story about your favorite thing you like to do.”** Prompt if the student has trouble with this topic; the administrator can help the student by asking **“Think about your favorite thing you like to do. Write a story about what you like to do, and describe what it is like.”** Prompt the student after a delay with no response. If the student does not like the topic, you may have them write a story about their family, school, or best friend.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the Total CWS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Word Sequences can be found on [page 08](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CWS. A complete Scoring Guide for Ideas and Organization can be found on [page 09](#). Up to 5 points are possible for Ideas and Organization.

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Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910B - Write a Story - Scoring					Notes
Correct CWS	Total CWS Possible	% Correct	Score	Ideas & Org.	
			/30	/5	
Total Points (Score + Ideas&Org.)				___/35	

WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

1.56B - Write Own Name

Present the student with the materials located on [page 03](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Write your first name on this line.”** Point to the second line. Say, **“Write your last name on this line.”**

Scoring: The student is scored on percentage of correct letter sequences. For this task, the CLS achieved divided by the Total CLS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Letter Sequences can be found on [page 07](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CLS.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.56B - Write Own Name - Scoring				Notes
Student Name	Student Response	% Correct	Points	
First and Last Name:			/25	
Total Points			___/25	

1.910B - Write a Story

Present the student with the blank writing sheet located on [page 04-05](#) of the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Next, you will write a story about your favorite thing you like to do.”** Prompt if the student has trouble with this topic; the administrator can help the student by asking **“Think about your favorite thing you like to do. Write a story about what you like to do, and describe what it is like.”** Prompt the student after a delay with no response. If the student does not like the topic, you may have them write a story about their family, school, or best friend.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the Total CWS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Word Sequences can be found on [page 08](#). See the FAQs located on the EED Alternate website for a scoring example. Use the search word scoring CWS. A complete Scoring Guide for Ideas and Organization can be found on [page 09](#). Up to 5 points are possible for Ideas and Organization.

Scoring Key

Percent Correct	Points
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50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910B - Write a Story - Scoring					Notes
Correct CWS	Total CWS Possible	% Correct	Score	Ideas & Org.	
			/30	/5	
Total Points (Score + Ideas&Org.)				___/35	

CORRECT LETTER SEQUENCES - SCORING GUIDE

A correct letter sequence (CLS) is a pair of letters (or spaces and letters) correctly sequenced within a word. Each CLS is scored with a caret (^).

Rule 1: IMPLIED SPACES: There is an implied space at the beginning and end of each word.

Word	Student Spelling	Scoring
top	top	^t^o^p^ CLS=4
	stop	s^t^o^p^ CLS=3
	stops	s^t^o^p^s CLS=2

Rule 2: INSERTIONS: Extra letters are written within the word.

Word	Student Spelling	Scoring
walnut	walnut	^w^a^l^n^u^t^ CLS=7
	walnute	^w^a^l^n^u^t^-e CLS=6
	walenu	^w^a^l^-e^-n^u^t^ CLS=6

Rule 3: OMISSIONS: Required letters are not written.

Word	Student Spelling	Scoring
goat	goat	^g^o^a^t^ CLS=5
	got	^g^o^-t^ CLS=3
	gt	^g^-t^ CLS=2

Rule 4: DOUBLE LETTERS: One letter in a double letter combination (ll, oo) is omitted, count only the first letter written as part of a CLS.

Word	Student Spelling	Scoring
cool	cool	^c^o^o^l^ CLS=5
	col	^c^o^-l^ CLS=3
fell	fell	^f^e^l^l^ CLS=5
	fel	^f^e^l^- CLS=3

Rule 5: CAPITAL OR BACKWARD LETTERS: Capital letters, or letters that are written backward, are inserted within words.

Word	Student Spelling	Scoring
cup	cup	^c^u^p^ CLS=4
	cUp	^c^-U^-p^ CLS=2
best	best	^b^e^s^t^ CLS=5
	dest	^-d^-e^s^t^ CLS=3

Rule 6: PUNCTUATION: When scoring sentences for CLS, consider punctuation as part of the letter it follows.

Word	Student Spelling	Scoring
Joe's	Joe's	^J^o^e'^s^ CLS=5
	Joes	^J^o^-e^-s^ CLS=3
kind.	kind.	^k^i^n^d.^ CLS=5
	kind	^k^i^n^-d^- CLS=3

CORRECT WORD SEQUENCES - SCORING GUIDE

A CWS is a sequence of adjacent correctly spelled and punctuated words that are judged to be syntactically and semantically correct. Correctly punctuated starting and ending words are counted as correct word sequences. Sequences stop at the end of sentences, before an incorrect conjunction, or whenever two adjacent words are not correctly spelled. In the case of run-on sentences in which conjunctions are used incorrectly to connect too many clauses together, the teacher must decide which clauses best fit together and cross out the incorrect conjunction. Each CWS is scored with a caret (^).

Rule 1: SPELLING: Adjacent words must be spelled correctly.	
Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS=9
^ When ^ I ^ wok ^ up, ^ I ^ was ^ verry ^ hungry. ^	CWS=5
Rule 2: CAPITALIZATION AT THE BEGINNING & PUNCTUATION AT THE END: The first word of a sentence must be capitalized, and correct punctuation must be present at the end of a sentence.	
Sentence	Scoring
^ Miguel ^ played ^ the ^ cello. ^	CWS=5
^ miguel ^ played ^ the ^ cello ^	CWS=1
Rule 3: CAPITALIZATION WITHIN A SENTENCE: Within a sentence, words that are not proper nouns should not be capitalized and all proper nouns must be capitalized for a correct writing sequence to be scored.	
Sentence	Scoring
^ She ^ walked ^ a ^ big, ^ black ^ dog ^ every ^ morning. ^	CWS=9
^ She ^ walked ^ a ^ Big, ^ Black ^ dog ^ every ^ morning. ^	CWS=6
Rule 4: SYNTAX: Words must be syntactically correct. Sentences that begin with conjunctions are considered syntactically correct.	
Sentence	Scoring
^ I ^ have ^ not ^ seen ^ her ^ cat. ^	CWS=7
^ I ^ not ^ seen ^ her ^ cat. ^	CWS=5
^ The ^ boy ^ gave ^ the ^ duck ^ some ^ bread. ^	CWS=8
Rule 5: SEMANTICS: Words must be semantically correct.	
Sentence	Scoring
^ The ^ child ^ reads ^ the ^ long ^ book. ^	CWS=7
^ The ^ long ^ child ^ reads ^ the ^ book. ^	CWS=5
Rule 6: PUNCTUATION WITHIN A SENTENCE: Adjacent words must be correctly punctuated, including quotation marks and commas (when part of a quotation or a series of nouns).	
Sentence	Scoring
^ I ^ played ^ with ^ my ^ friend ^ Joe. ^	CWS=7
^ I ^ played ^ with ^ my ^ friend ^ joe. ^	CWS=5
^ "Do ^ what ^ you ^ think ^ is ^ best," ^ she ^ said. ^	CWS=9
^ "Do ^ what ^ you ^ think ^ is ^ best ^ she ^ said. ^	CWS=7
Rule 7: STORY TITLE AND ENDINGS: Words written as part of a story title or ending are included in the correct word sequence total.	
Sentences	Scoring
^ The ^ Big ^ Run ^ ^ On ^ the ^ fourth ^ of ^ July, ^ I ^ ran ^ the ^ Boston ^ Marathon. ^ ^ The ^ End. ^	CWS=18

IDEAS AND ORGANIZATION - SCORING GUIDE

Evaluate each writing sample for Ideas and for Organization using the guides below.

Evaluate writing sample for Ideas and Organization:

Points

No writing sample is generated.	0
The story has no point of view and details of content are lacking or inconsistent. The story has a very limited number and sequence of ideas.	1
The story has a very typical or common point of view that is not well supported in the details of the content. The story idea(s) are juxtaposed with little transition or order to sequence them.	2
Though the story is somewhat unusual in its point of view, it contains typical or common elements and somewhat inconsistently supports this content in the details. The story ideas are not connected; a few transition words are present but don't function well to connect ideas; the beginning - middle - end are not sequenced.	3
The story has original elements that reflect a point of view and is generally supported with details that address most of the content. The story ideas are loosely connected; some transition words are present but are not entirely consistent with the ideas; the story has a beginning but the middle and the end are not clear.	4
The story is original with a highly original point of view that is consistently supported with details that address virtually all of the content (components). The story presents well-connected ideas that consistently relate to each other, transition words are apparent and function consistently with the ideas; the story has a beginning = middle - end.	5

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Writing
STUDENT MATERIALS**

TASK 1.56B: WRITE USING A VARIETY OF FORMS

1.56B - Write Own Name - Assisted

1. First Name

2. Last Name

1.56B - Write Own Name - Unassisted

1. First Name

2. Last Name

TASK 1.56B: WRITE USING A VARIETY OF FORMS

1.56B - Write Own Name - Assisted

1. First Name

2. Last Name

1.56B - Write Own Name - Unassisted

1. First Name

2. Last Name

TASK 1.56B: WRITE USING A VARIETY OF FORMS

1.56B - Write Own Name - Assisted

1. First Name

2. Last Name

1.56B - Write Own Name - Unassisted

1. First Name

2. Last Name

TASK 1.910B: WRITE USING A VARIETY OF FORMS

1.910B - Write a Story - Assisted

The writing area contains ten sets of primary-ruled lines. Each set is composed of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line. These sets are arranged vertically, providing a guide for letter height and placement for students writing a story.

TASK 1.910B: WRITE USING A VARIETY OF FORMS

1.910B - Write a Story - Assisted

The writing area consists of ten sets of primary-ruled lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced and extend across the width of the page.

TASK 1.910B: WRITE USING A VARIETY OF FORMS

1.910B - Write a Story - Assisted

The writing area contains ten sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement.

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - Math
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Film Items

**Alternate Assessment - MATH
STUDENT MATERIALS**

2.78: ESTIMATION AND COMPUTATION

Double Digit Addition and Subtraction

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 7 \\ \hline \end{array}$$

2.78: ESTIMATION AND COMPUTATION

Double Digit Addition and Subtraction

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 7 \\ \hline \end{array}$$

2.78: ESTIMATION AND COMPUTATION

Double Digit Addition and Subtraction

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ - 7 \\ \hline \end{array}$$